

Haverigg Primary School

BEHAVIOUR POLICY AND PROCEDURES

Approved by[1]	
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The policy must be read alongside the school Child Protection Policy 2026/27, Staff Code of Conduct 2026, SEND Policy, Attendance Policy, Equality arrangements, Online Safety Policy, Supporting Pupils with Medical Conditions procedures, Searching/Screening/Confiscation arrangements, Educational Visits procedures and Suspension and Permanent Exclusion procedures.

REVIEW SHEET

Each entry in the table below summarises the changes to this policy and procedures made since the last review (if any).

Version Number	Version Description	Date of Revision
1	Based on KAHSC v18 - Major updates throughout	October 2021
2	Updated to remove reference to the Covid-19 addendum and to reflect changes made by 'Keeping Children Safe in Education' 2022 and the introduction of the revised DfE advice 'Behaviour in schools' July 2022 and Searching, screening and confiscation: advice for schools July 2022	October 2022
3	Updated references to protected characteristics	October 2023
4	Updated with links and additional information to take account of DfE Attendance statutory guidance and DfE non-statutory guidance on Suspension and Exclusion.	September 2024
5	Updated following advice to schools from Cumbria Police in relation to the possession of bladed/sharply pointed articles by pupils. Added information on harassment in the workplace.	November 2024
6	Reviewed – no changes	December 2025
7	Updates following revised DfE guidance on "Restrictive interventions, including the use of reasonable force, in schools (effective from 1 April 2026). **NEW** Appendix A on Restrictive interventions etc. References to restrictive interventions have been removed from the body of the Policy in light of Appendix A.	March 2026
8	Updates to Appendix A only to include details on restrictive interventions records transfer and retention. (New point 14 refers).	May 2026
	Reviewed September 2026 (no changes)	Sept 2026

Appendix A : Restrictive interventions, including use of reasonable force procedures

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Our Golden Guidelines

- **Be determined; aim high and make good choices.**
- **Show respect to each other and be kind and courteous.**
- **Listen and follow instructions.**
- **Be honest and brave.**
- **Respect everything and everyone in school.**
- **Play cooperatively; be tolerant; include others and have fun!**

Our Ethos and Aims

At Haverigg Primary School we aim to create a welcoming, safe and caring environment where:

• We aim to teach the children at Haverigg Primary School how to behave well and to be considerate and self-disciplined individuals.

• All relationships are based on kindness and tolerance.
• Children have respect for themselves, other people and the school environment.
• All members of the school model a positive attitude and mutual respect, in order to promote children's positive self-esteem and self-discipline, whilst modelling and maintaining high expectations of good behaviour.
• We provide children with a positive image of good relations between adults who work in and for the school.
• Parents and carers actively support, model and encourage the positive behaviour of their child throughout their time at Haverigg Primary School.
• We promote tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect of their own and other cultures;
• We encourage respect for other people; and
• We encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.
• We will not tolerate bullying (including cyberbullying, prejudice-based and discriminatory bullying), harassment or intimidation of any description. A complaint of bullying will always be taken seriously.

We believe by working together we can achieve behaviour, which impacts positively on every child's learning experience, happiness and well-being.

The Behaviour Policy and procedures confirms the school commitment to:

ensure that each child can develop and achieve his/her full potential, educationally, morally {and spiritually};

provide a safe and attractive environment where everyone feels welcome, happy, and secure; free from disruption, violence, bullying (including cyberbullying, prejudice-based and discriminatory bullying) and any form of harassment;

provide each pupil with the motivation and confidence to learn effectively;

promote self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;

promote a culture of praise and encouragement in which all pupils can achieve;

provide every pupil with appropriate high-quality teaching through a broad and balanced curriculum which is appropriately differentiated to meet each pupil's individual needs;

teach children to respect themselves and others and to take responsibility for their own action and behaviour;

help teachers and other staff manage behaviour problems that can inhibit effective learning for all children, and to realise that we cannot always deal with problems by ourselves and that we have colleagues and other agencies who are willing to assist;

help all adults who work with pupils in the school to recognise and understand that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments;

help pupils to understand how behaviour affects others and the world around them;
reate a partnership of support and effective communication between home, school, and the wider community;

provide pupils with an informed view of life and develop a strong sense of right and wrong enabling them to become thoughtful, caring members of society;

value every child regardless of sex (gender), race, disability, religion or belief, gender reassignment or sexual orientation,

maintain, develop, and consistently apply high standards within the school and enable teachers and other school staff to develop and use their own professional expertise. The aim of this Policy and supporting procedures is to determine the boundaries of acceptable and unacceptable behaviour, introduce rewards and sanctions and determine how they will be fairly and consistently applied.

Communication

Communicating the school Policy to all members of the community is an important way of building and maintaining the school's culture. It helps make behaviour expectations transparent to all pupils, parents, and staff members, and provides reassurance that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. We will publish the school Behaviour Policy and procedures in writing to parents, staff and pupils at least once a year. We will also publish the Behaviour Policy on the school website along with the Governors' Statement of Behaviour Principles.

1. Expectations and Responsibilities

The commitment of staff, pupils and parents is vital in developing a positive whole school ethos. The expectations of staff, pupils and parents are outlined below.

Our school leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. The Head teacher, in particular, is responsible for implementing measures to secure acceptable standards of behaviour and will support all staff in managing pupil behaviour through successful implementation of this Behaviour Policy.

Staff and other adults also have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff and other adults will therefore uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships so that pupils can see examples of good habits and are confident to ask for help when needed. All staff and other adults will communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.

Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. Staff have received clear guidance about school expectations of their own conduct at school and this is set out explicitly in the school **Staff Code of Conduct**.

The role of parents is also crucial in helping us to develop and maintain good behaviour. Parents will be encouraged to get to know our school's Behaviour Policy and, where possible, take part in the life of the school and its culture. Parents will also be encouraged to reinforce the Policy at home as appropriate. Where a parent has a concern about management of behaviour, they are advised to raise this directly with the Head teacher or other Senior Leader whilst continuing to work in partnership with us. Where appropriate, we will involve and include parents in any pastoral work following misbehaviour.

What pupils can expect from staff

Staff will:

• **Publicly acknowledge good behaviour** as this can be very powerful in a positive way. Usually, criticism should be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour, if not now, later.

• **Be aware** that some children find direct praise hard to handle and adjust how it is delivered; perhaps telling someone else how well he or she has done within earshot – a more indirect approach.

• **Acknowledge feelings,** as children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. In school we use **emotion coaching** to support managing behaviour. Staff acknowledge and empathise with the strong feelings that feed the behaviours – by doing this the focus is placed on problem solving and restoring relationships.

• **Teach children about emotions and feelings and help them understand what happens when they have** strong and sudden emotions to deal with. We do this through the use of **My Happy Mind**. My Happy Mind supports children's understanding of their brains and the effect of emotions on their behaviour and ability to learn.

• **Give children a choice where possible.** This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turns contributes to the development of their self-esteem.

• **Aim to be consistent.** Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger off bad behaviour.

• **Model the kinds of behaviour that they expect from children** in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or event despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

• **Listen to children** and make them feel significant. It is important to make children feel aware that you recognise their feelings ... "You seem cross, did something happen?"

- **Follow up concerns raised and complaints made,** even if you need to say that you will deal with it later.

Children need to feel able to share things with us and for issues not to be driven 'underground'. In each classroom children can also write to their teacher and put their worries in their class worry monster this will be looked at by each child's class teacher and addressed.

What staff can expect from pupils

Staff may expect pupils to:

- **arrive** at school on time
- **move around** the school building respectfully and quietly.
- **wear full school uniform** correctly;
- **follow classroom rules** and procedures and not disrupt the learning of other pupils;
- **follow instructions** given by staff and other adults without arguing;
- **listen attentively** to the teacher who will explain the lesson, what you are going to do, why and how;
- **treat** all members of the school community with dignity, kindness and respect;
- **use appropriate language;**
- **listen to others' ideas** and work co-operatively;
- **tell the truth** and learn from your mistakes;
- **care for the classroom** and resources, respecting others' property;
- **value other individuals** and their contributions to lessons;
- **lead by example** creating a good role model for younger pupils in the school;
- **accept responsibility** for your behaviour;
- **consider** the needs of all the other people in the classroom;
- **use ICT** in accordance with school Online Safety Policy and procedures;
- **be responsible** when using online technologies and not compromise staff or other adults in the school
- community;
- **report** to a teacher or other adult any bullying behaviour by others including bullying with the use of
- technology (cyberbullying), physical threats, abuse or harassment, intimidation, discrimination, aggression and derogatory language (including name calling);
- **behave** appropriately when outside school;
- **be an ambassador** for the school.

What staff can expect from their colleagues

Staff may expect colleagues and other adults in the school to:

- **treat each other with dignity, kindness and respect;** Harassment of any description (including sexual and other unwanted, unwelcome or uninvited conduct against a colleague or other adult will not be tolerated;

- **work and co-operate together** for the overall good of the school community;
- **respect** each other's values and individual beliefs;
- **treat** all pupil and staff issues with the highest standards of confidentiality;
- **offer support** when appropriate;
- **be aware** of each other's job remit and respect its boundaries;
- **use ICT appropriately** and in accordance with the school's Online Safety Policy and procedures and staff Acceptable Use Agreement;
- **be aware** of and consider the possible implications for the school, colleagues and themselves when posting on Social Network sites;
- **use online technology appropriately** and not compromise the professional integrity of colleagues or other adults in the school community.

What staff can expect from parents

Staff and other adults in the school may expect parents to:

- **treat all staff, pupils, other parents and other** adults with dignity, kindness and respect; Harassment of any description (including sexual and other unwanted, unwelcome or uninvited conduct against a colleague or other adult will not be tolerated;
- **behave responsibly** whilst on school premises;
- **report any incidents of bullying** both online and offline (cyberbullying), physical threats, abuse or harassment, intimidation, discrimination, aggression and derogatory language (including name calling) as soon as they are discovered so that the issue can be dealt with promptly by school staff;
- **ensure that their child arrives at school on time;**
- **ensure that their child is dressed appropriately,** in school uniform and on PE days in PE kit (which is deemed uniform on these days)
- **ensure that their child attends school regularly** and contact the school as soon as possible in the event of an absence or lateness;
- **encourage** their child to achieve their very best in school;
- **reinforce** the value of good behaviour at home**;**
- **encourage** their child to have high standards of behaviour in and out of school;
- **support the school's Policies,** strategies, and guidelines for behaviour;
- **work with school staff** to help their child accept responsibility for their behaviour and actions;
- **inform the school** of any concerns or problems that may affect the child's work or behaviour;
- **support their child's** homework and other home-based learning activities;
- **support the school** in its use of rewards and sanctions;
- **take some responsibility** for the behaviour of their child;
- **discuss any issues of concern** with the class teacher or Head teacher in a calm and non-aggressive or threatening manner;
- **refrain from smoking on the school premises** or around entrances/exits, especially at busy times before and after school. This includes the use of e-cigarettes and vaping;
- **refrain from using foul, threatening, abusive or derogatory language** at any time in or around the school premises;
- **refrain from bringing dogs onto the school premises** (regardless of their size or temperament) or stand with them close to the entrance gate at busy times before and after school;

- **consider the implications** of posting inappropriate or defamatory details on Social Network sites and the detrimental effect inappropriate comments can have on individuals and the school;
- **support the school's approach to online safety** which includes not uploading or posting to the internet any pictures, video or text that could upset, offend, or threaten the safety of any member of the school community or bring the school into disrepute;
- **recognise the need for security** and not create online media "on behalf" of the school without the Head teacher's express permission.

What parents can expect from staff and other adults in the school

Parents may expect staff and other adults working in the school to:

- **treat all adults and others with dignity, kindness and respect;** Harassment of any description (including sexual and other unwanted, unwelcome or uninvited conduct against a colleague or other adult will not be tolerated;
- **set high standards of work** and behaviour for all children in their care;
- **encourage your child** to always do their best;
- **deal promptly with any incidents of bullying** (including cyberbullying, prejudice-based and discriminatory bullying) regardless of whether your child is considered to be either the perpetrator or the victim;
- **impose sanctions consistently** in accordance with this Policy and procedures;
- **promote positive behaviour** and reward such behaviour in accordance with this Policy and procedures;
- **promote positive behaviour** beyond the school gates and impose sanctions for inappropriate behaviour which reflects negatively on the school and its values;
- **discuss your child's actions** with them, give a warning and ensure that your child knows what the penalty will be should they continue to misbehave. All penalties will be carried out;
- **provide a balanced curriculum** to meet the needs of each child;
- **keep you informed** about general school matters, and your child's individual progress;
- **let you know** if there are any concerns about a child's work, attendance, or behaviour;
- **support the child's homework** and other home-based learning activities.

2. The school behaviour curriculum

Positive behaviour reflects the values and ethos of Haverigg Primary School, readiness to learn and respect for others. Behaviour expectations are taught explicitly rather than relying only on sanctions. Staff teach and reinforce the routines, habits and conduct expected in classrooms, around school, at playtimes, during visits and when using technology.

The behaviour curriculum is taught through modelling, explanation, rehearsal, reminders, assemblies, PSHE, Relationships and Health Education, class routines and restorative conversations. Pupils are taught what good behaviour looks like, why it matters, how it affects others and what to do when they make a mistake. New pupils and pupils whose behaviour is deteriorating will receive additional teaching and re-induction of expectations.

All staff and other adults are expected to positively reinforce expected behaviour and to respond to unacceptable behaviour consistently, fairly, calmly and proportionately. Positive reinforcement and appropriate consequences are both important in maintaining a safe and supportive school culture.

3. Celebrating success

At our school, we regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positively reinforcing the behaviour which reflects the values of the school is essential in developing a positive culture and ethos across the school. The many ways we celebrate success are listed below and will be reviewed by pupils, parents, and staff during the academic year.

- **Praise –** verbal, written, sticker, friendly word or gesture, referral to another adult.
- **Special responsibility,** privilege or trust – work with/sit by a friend of their own choice, work in an area away from the direct supervision of the teacher, a special or responsibility (eg taking registers, delivering messages).
- **Informing parents** – communicating good news whenever possible, sending home messages on dojo and in the newsletter, entry in home/school diary or sometimes a phone call.
- **Weekly Lighthouse awards in Assembly** – commending children for hard work, good manners, sporting achievements, etc.
- **Marble-ous housepoints** – given for any reason that demonstrated school values and celebrated in our weekly Lighthouse assembly and on the weekly school newsletter
- **Blow your socks off walls** in each class and in the main entrance to celebrate and display children's work that has "blown our socks off".
- **Special activity/golden time for positive reasons**
- **Half termly attendance certificates – celebrating high levels of school attendance.**

4. Responding to misbehaviour

Although our aim is to focus on positives, there are unfortunately occasions when a minority of pupils let themselves, the school, and others down through their unacceptable or inappropriate behaviour. In such circumstances, staff should respond predictably, promptly and assertively in accordance with this Behaviour Policy.

The first priority will be to ensure the safety of pupils and staff and to restore a calm environment. An essential part of our behaviour management lies in the fact that each child knows that consequences will be imposed for unacceptable behaviour.

Where appropriate, staff will take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND or other health condition (including any not previously identified) has been subject to criminal exploitation, or is experiencing significant challenges at home.

The principles upon which consequences are based are that they should be:-

- **The minimum** necessary
- **Immediate** and short lived
- **Consistent** and appropriate for each child – talking into account any additional needs.
- **Focused** upon the act/behaviour and accepting of the emotion involved
- **Expected** and understood by the child
- **Delivered** in a calm way
- **Accompanied** by a model/discussion of acceptable behaviour
- **Not humiliating** to the child or the adult
- **Avoided** where possible
- **Sufficiently disagreeable to** discourage a repetition
- **Involving parents** where deemed appropriate
- **Involving home/school books** where deemed appropriate and helpful.

We have divided inappropriate behaviour into three categories. Examples provided are not exhaustive but aim to provide a clearer understanding on the type of behaviour.

Low level– This is day-to-day behaviour that would be handled by the class teacher and support staff. • **Examples would be:** calling out, tapping, fidgeting, swinging on chairs, persistent talking, carrying on working when the teacher is talking, leaving seat during working tie, negative use of body language, stopping other working. Consequences: verbal warning followed by moving to another place. **At playtimes this could also be:** Not sharing, taking turns and/or low-level name calling. Consequences – children will be given a verbal warning, reminding them of our expectations and values in school. If needed children will be given a short time out to calm.
Medium level– This behaviour in class could lead to involvement of a senior teacher and parents contacted – especially repeated behaviour at this level. • **Examples would be:** continually behaving in any of the above ways and/or drawing others into negative behaviour, arguing, not sharing, answering back: Consequences: Parents informed, playtime missed and time spent with a member of staff to talk through events. **At playtimes this could also be**: Continuation of above playtime behaviour, not following instructions, play fighting, misuse of equipment. Consequences – red card - Children will miss a playtime to reflect and talk through, with an adult, what has happened. This time will also be used to solve disagreements between children. If three repeated red card incidents occur over a short period of time parents will be contacted and informed.

High level – This is serious behaviour that could put a child at risk of exclusion.

• **Examples would be**: continually behaving in any of the above ways and/or violent behaviour, aggressive behaviour of any sort, inciting others to behave badly, damaging furniture or property, walking/running away or out of the classroom/school, refusing the member of staff, racist remarks, bullying (including cyberbullying, prejudice-based and discriminatory bullying) sexual harassment, taunting or intimidation directed at any member of the school community regardless of whether this takes place during or out of school hours.

At playtimes this could also be: the continuation of above playtime behaviour, swearing, fighting, bullying; deliberately breaking equipment and any type of inappropriate behaviour.
Consequences – red card Children will miss a playtime to reflect and talk through, with an adult, what has happened. This time will also be used to solve disagreements between children. In addition, parents will be contacted and asked to arrange a meeting in school.

4.1 Restorative justice / reflection on actions

Restorative approaches are used where appropriate to help pupils understand the impact of their behaviour, take responsibility, repair relationships and identify what they can do differently. Restorative work does not remove or replace an appropriate sanction where one is required. Staff will consider the age, developmental stage, SEND, communication needs and circumstances of all pupils involved.

Following significant incidents, pupils will be given an opportunity, when calm and ready, to reflect on what happened, identify the harm caused or risk created, hear the views of others where appropriate, and agree practical steps to repair relationships and prevent recurrence. Restorative work will not be used where it would place a victim at further risk or where safeguarding advice indicates that another response is required.

4.2 Removal from class

Where a pupil fails to respond to repeated warnings and reminders to improve an aspect of behaviour which disrupts the learning of others, they can be removed from class and sent to the Headteacher.

The length of time a pupil may be removed from the class will be explicitly determined by the Head teacher or other senior leader. Removal from the classroom is different from circumstances in which a pupil is asked to step outside the classroom briefly for a conversation with a staff member and asked to return following this.

Removal from the classroom is considered to be a serious sanction and will only be used when necessary and once other behavioural strategies in the classroom have been attempted unless the behaviour is so extreme as to warrant immediate removal. The use of removal will allow for continuation of the pupil's education in a supervised setting and we will design a clear process for the reintegration of any pupil in removal into the classroom when appropriate and safe to do so. **Removal will be used for the following reasons:**

- **to maintain the safety** of all pupils and to restore stability following an unreasonably high level of disruption;
- **to enable** disruptive pupils to be taken to a place where education can be continued in a managed environment; and,
- **to allow** the pupil to regain calm in a safe space

The above are not to be confused with the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. When dealing with individual removal cases, we will:

- **consider** whether any assessment of underlying factors of disruptive behaviour is needed;
- **facilitate reflection** by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;
- **ensure** that pupils are never locked in the room of their removal. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of pupils and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction;
- **ensure** that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with; if a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their Social Worker.

If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head. Parents will be informed on the same day if their child has been removed from the classroom and as with other disciplinary measures, we will consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition e.g. SEND or other health conditions.

Data relating to removals will be collected, monitored and analysed in order to interrogate repeat patterns and the effectiveness of the use of removal. Consideration will be given to whether frequently removed pupils may benefit from additional and alternative approaches, a pastoral review or investigation by the SENCo, or whether specific classes or teachers may require more support. Analysis will also be used to identify patterns relating to pupils sharing any of the protected characteristics and to ensure the removal is not having a disproportionate effect on those sharing particular protected characteristics.

5. Monitoring behaviour and equality

The school will monitor behaviour incidents, sanctions, removals and the use of restrictive interventions to identify patterns, emerging concerns and any disproportionate impact on particular groups of pupils, including pupils with SEND and pupils sharing protected characteristics. Where patterns or disproportionality are identified, the school will investigate the reasons and consider whether changes to practice, support, reasonable adjustments or staff training are required. Behaviour data will be reviewed by school leaders and reported to governors as appropriate.

6. Searching, screening and Confiscation

The school follows the DfE advice when searching, screening and confiscating items from pupils which is outlined in their document Searching, Screening and Confiscation – Advice for schools. Head teachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited or illegal items (listed below) or any other item that the school rules identify as an item which may be searched for. Under no circumstances will individual pupils be searched on the school premises by anyone other than authorised school staff unless they are accompanied by a parent or appropriate adult designated by the Head teacher. The following items are what are termed

'Prohibited or illegal Items' and their presence on school premises, or if found on an individual pupil, will lead to the highest sanctions and consequences:

- Knives and weapons
- Controlled drugs
- Alcohol
- Fireworks
- Tobacco and cigarette papers
- Pornographic images (including those found on electronic devices)
- Stolen items
- Any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:

i) to commit an offence,
ii) **to cause personal injury to**, or damage to the property of, any person (including the pupil).

School staff have the power to search a pupil for any item if the pupil agrees. In all cases, staff will explain the reason for the search and how it will be conducted so that the pupil's agreement is informed.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, controlled drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Such force cannot be used to search for other items which are banned under the school rules.

School staff can seize any prohibited or illegal item found during a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Where items are 'prohibited or illegal' as outlined above, these will not be returned to pupils and will be disposed of by the school according to the DfE guidance 'Searching, Screening and Confiscation – Advice for schools'.

The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff will consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Pupils must not bring any of the items listed above on to school premises. The school will automatically confiscate any of the 'prohibited or illegal' items and staff have the power to search pupils without their consent for such items.

There will be severe penalties for pupils found to have 'prohibited or illegal' items in school. In certain circumstances, this may lead to permanent exclusion.

The Head teacher will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating so that they fully understand their rights and the rights of the pupil who is being searched.

- Alcohol will be disposed of. Under no circumstances will alcohol be returned to the pupil.

- Tobacco, cigarette papers or fireworks will either be retained or disposed of but not returned to the pupil.
- Pupils will also receive sanctions for smoking or vaping near the school and on their way to and from school.

Where a member of staff finds stolen items, these must be delivered to the Police as soon as reasonably practicable. However, if there is good reason to do so, the member of staff may also return the item to the owner or retain or dispose of it if returning them to their owner is not practicable. In determining whether there is a good reason to return the stolen item to its owner or retain or dispose of the item, the member of staff will take account of all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the seized article. In taking account of the relevant circumstances, the member of staff should consider the following:

- **the value of the item** - it would not be reasonable or desirable to involve the Police in dealing with low value items such as pencil cases, though school staff may judge it appropriate to contact the Police if the items are valuable;
- **whether the item is banned by the school;**
- **whether retaining or returning the item** to the owner may place any person at risk of harm; and,
- **whether the item can be disposed of safely.**

In the event of any pupils, regardless of their age or circumstance, being found in possession of a bladed/sharply pointed article on a school premises (either brought in or deliberately secreted about their person), the school must report this to the Police as soon possible on 101, or 999 in an emergency. Any weapons or items which are evidence of a suspected offence will be passed to the Police as soon as possible.

The following are items which are banned by the school under the school rules:

- **Mobile phones**
- **Digital media devices or similar used in class**
- **Jewellery not in accordance with the School Uniform Policy**
- **Lighters or matches**

Pupils wearing any accessories or jewellery which do not follow the School Uniform Policy can expect to have these items confiscated. Any confiscated items will be logged and made available for collection at the end of the school day.

Where a pupil repeatedly flouts the rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. For repeated offences of this nature, parents will be asked to collect confiscated items.

Where items are not collected, the school will dispose of them at the end of each term.

Vaping and smoking are not allowed on school property. Staff have the power to search pupils **with their consent** for prohibited or illegal items and any item banned under the school rules. This includes searching bags.

- **We are not required to have formal written consent from the pupil for this sort of search – it is enough** for the authorised member of staff to ask the pupil to turn out his/her pockets or if the staff member can look in the pupil's bag or locker and for the pupil to agree.

- **It is clear in our Behaviour Policy and procedures and in communications to parents and pupils what** items are banned.

- **If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil** to turn out his/her pockets or bag and if the pupil refuses, the authorised member of staff can apply an appropriate punishment as set out in the Behaviour Policy and procedures. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, we can apply an appropriate disciplinary sanction in line with our Behaviour Policy and procedures.

Mobile electronic devices/phones and other peripherals
Pupils should not use mobile phones, smart watches or other personal smart devices during the school day unless specifically authorised by the school. Devices must be switched off and stored in accordance with the school's arrangements. Reasonable adjustments will be considered where a pupil has a medical, SEND or other identified need requiring access to a device.

Personal mobile devices can contain files or data which relate to an offence or which may cause harm to another person. This includes, but is not limited to, nude and/or semi-nude images or videos of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour. As with all prohibited or illegal items, staff will first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

If a member of staff suspects they may find a nude and/or semi-nude image or video of a child, they must not intentionally view the image and must never copy, print, share, store or save it. The device should be confiscated where appropriate, the incident referred immediately to the DSL (or deputy), and the school's Child Protection Policy and DfE guidance on Searching, Screening and Confiscation followed. Staff should also follow current UK Council for Internet Safety guidance on sharing nudes and semi-nudes. If a member of staff finds any image, data or file that they suspect might constitute a specified offence, they must follow the DfE searching guidance and, where required, refer the matter to the Police as soon as reasonably practicable. Any breach of the school's mobile-device expectations will be dealt with under this Behaviour

Policy and procedures.

Allowing access to mobile electronic devices including phones, iPads and other smart technology with similar functionality to mobile phones e.g. smart watches linked to mobile phones in school introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning. Our rules on the use electronic devices and in particular, mobile phones and peripherals are as follows:

Children are not allowed Mobile phones or any personal smart devices in school. Reasonable adjustments will be made where necessary and on a case by case basis.

Mobile electronic devices can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

As with all prohibited or illegal items, staff will first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk. If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude and/or semi-nude images and/or videos), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images.

When an incident might involve an indecent image of a child and/or video, the member of staff will confiscate the device, avoid looking at the device and refer the incident to the DSL (or deputy). Reference will be made to the school's Child Protection Procedures and DfE statutory guidance Keeping children safe in education. The UK Council for Internet Safety also provides the following guidance to support school staff and DSLs: Sharing nudes and semi-nudes: advice for education settings working with children and pupils. If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the Police as soon as is reasonably practicable. In exceptional circumstances members of staff may dispose of the image or data if there is a good reason to do so. In determining a 'good reason' to examine or erase the data or files, the member of staff and/or DSL must refer to the DfE advice for schools on Searching, Screening and Confiscation.

4.3 Suspension, permanent exclusion and managed moves

The Government supports Head teachers in using exclusion from school as a sanction where it is warranted but we understand this is a last resort. We recognise it is our responsibility as a school to communicate to pupils, staff, and parents our behaviour expectations and the responsibility of all individuals working with pupils to ensure that no exclusion will be initiated without first exhausting other strategies or in the case of a serious incident, a thorough investigation. We have a range of policies and procedures in place to promote good behaviour and appropriate conduct, we take steps to access local support services like Inclusion Support Officers and Early Help Services, and we strive to foster good parental engagement. The decision to exclude a pupil will be taken in the following circumstances:

- In response to a serious breach of the school's Behaviour Policy.
- If allowing the pupil to remain in school would seriously harm the education or welfare of other people or the pupil themselves in the school.

Exclusion from school in any form will be a last resort. Where exclusion, either suspension or permanent, is considered appropriate and/or necessary, we will refer to our Exclusion Policy and the DfE guidance Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement. A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction as described in the DfE guidance outlined above, will be used. Managed moves will only occur when it is in the pupil's best interests.

4.4 Reintegration

Where a pupil has been removed from class, has received significant pastoral support, has been subject to off-site direction, or has returned following suspension, the school will plan a safe and supportive reintegration. This may include a meeting with the pupil, parents/carers and relevant staff; a review of triggers and successful strategies; a temporary adjustment to routines; additional adult support; or an updated Behaviour Management Plan/Emotional Regulation Plan.

The purpose of reintegration is to restore the pupil's access to education, rebuild relationships and help the pupil meet the school's expectations. Where relevant, the DSL, SENDCo, social worker, Virtual School Head or other agencies will be involved.

4.5 Responding to the behaviour of pupils with SEND or other health conditions

We will consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible.

Adjustments will be made to routines for pupils with additional needs, where appropriate and reasonable to ensure all pupils can meet behavioural expectations. These adjustments may be temporary, but always to support the individual needs of the pupil.

By planning positive and proactive behaviour support, e.g. through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents, jointly we can work towards a reduction in incidents of challenging behaviour.

Consideration will be given as to whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, we will refer to the DfE guidance for schools on the Equality Act 2010. We will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have and to try and ascertain the underlying causes of behaviour and whether additional support is needed. We are, however, mindful that not all pupils requiring support with behaviour will have identified special educational needs, other health conditions or disabilities.

Children experiencing a mental health problem, or at risk of developing one, can have an effect on a child's behaviour as can instances of adversity and trauma experienced by children. We will engage with other agencies and, where necessary, make links to the whole school approach to mental health and wellbeing as set out in the DfE guidance on Mental health and behaviour in schools.

7. Pupil support

We aim to support all our pupils to ensure that every child succeeds during their time at the school. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils.

- **Targeted discussion** with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve.
- **Increased communication** between home and school (call to Virtual School Head for looked after children).

- **Support from the Inclusion Support Team** which consists of the SENCo (Special Educational Needs Co-ordinator), teaching assistants.
- **Small group work or 1:1 support** with the ELSA focusing on self-esteem, emotional literacy, anger management, nurture group sessions etc.
- **Additional literacy or numeracy support** where this is identified as a barrier to learning and impacts on the child's behaviour
- **Alternative curriculum provision**
- **Reduced timetable** with built-in left-brain activities to promote calmness and wellbeing
- **Referral to outside agencies** such as Educational Psychologist, Mental Health Worker, Behaviour Specialists, The Family Hub.

8. Attendance and punctuality

The school is required by law to keep a record of pupil attendance. In an emergency, such as a fire, it is essential that we have an accurate record of who is in school.

Good attendance and punctuality are essential for good learning. They are also essential skills for later life. For further information, see the School Attendance Policy and procedures available to download from the school website.

9. Pupil conduct and misbehaviour outside the school premises - What the law allows

Schools have the statutory power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. In the main, sanctions will be imposed in response to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is either witnessed by a staff member or reported to the school, will be in line with this Behaviour Policy taking individual circumstances into account. Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful where it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of school staff.

9.1 Out of school behaviour

This school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- **good order on all transport** to and from school, educational visits, or other placements such as work experience or college courses;

- **good behaviour** on the way to and from school;
- **positive behaviour** which does not threaten the health, safety or welfare of our pupils, staff, volunteers, or members of the public;
- **reassurance to members of the public** about school care and control over pupils to protect the reputation of the school;
- **protection for individual staff and pupils from harmful conduct by pupils** of the school when not on the school site. The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

9.2 Sanctions and disciplinary action – off-site behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether it is an activity supervised directly by school staff. Sanctions may be in the form of detention, suspension or in very serious cases, permanent exclusion. In issuing sanctions, the following will be considered:

- **The severity** of the misbehaviour.
- **The extent** to which the reputation of the school has been affected.
- **Whether pupils were directly identifiable** as being members of the school.
- **The extent** to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g., bullying (in all its forms) another pupil or insulting a member of staff).
- **Whether the misbehaviour** was whilst the pupil was on work experience, taking part in a course as part of a school programme, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

10. The use of reasonable force

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. Schools do not require parental consent to use force on a pupil.

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

The decision on whether to not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and will always depend on individual circumstances.

The Governing Body have taken account of advice provided by the DfE - Use of reasonable force: advice for head teachers, staff and governing bodies and the school's public sector equality duty set out in Section 149 of the Equality Act 2010. All members of school staff have a legal power to use reasonable force. This power also applies to people whom the Head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

Any use of force by staff will be reasonable, lawful, and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent).

Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence;
- injuring themselves or others;
- causing damage to property, including their own;
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Force will never be used as a punishment.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have SEND, mental health needs or other health conditions.

Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities.

10.1 Action as a result of self-defence or in an emergency

All staff including teaching assistants, lunchtime supervisors, admin staff and the site management have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so.

Similarly, in an emergency, if for example, a pupil was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene.

A volunteer helping in school would not be expected to work with a child who is known to need physical restraint as indicated in their Behaviour Management Plan.

10.2 Circumstances in which reasonable force might be used

Circumstances in which reasonable force might be used include the following:

- **Pupi**ls **found fighting** will be physically separated.
- **Pupils who refuse** to leave a room when instructed to do so may be physically removed.
- **Pupils** who behave in a way which disrupts a school event, or a school trip or visit may be physically removed from the situation.
- **Restraint** may be used to prevent a pupil leaving a classroom, where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a pupil by the arm out of a classroom.
- **Pupils at risk** of harming themselves or others through physical outbursts will be physically restrained.
- **To prevent a pupil** from attacking a member of staff or another pupil.
- **To prevent a pupil** causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object.

Power to use reasonable force when searching without consent In addition to the general power to use reasonable force, the Head teacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for 'prohibited or illegal' items. See section 6 above.

10.3 Unreasonable force

The type of force which will never be acceptable in our school includes:

- **holding** round the neck or any other hold that might restrict breathing;
- **kicking,** slapping, or punching;
- **forcing limbs** against joints (e.g., arm locks);
- **tripping or holding** by the hair or ear;
- **holding face down** on the ground.

In addition, a panel of national experts have identified that certain restraint techniques presented an unacceptable risk when used on children and pupils. The techniques in question are:

- **the 'seated double embrace'** which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;

- **the 'double basket-hold'** which involves holding a person's arms across their chest; and
- **the 'nose distraction technique'** which involves a sharp upward jab under the nose.

10.4 Staff training

staff will receive training about the use of reasonable force appropriate to their role to enable them to carry out their responsibilities. This will include training on any restraint techniques which must not be used because they are known to present an unacceptable risk when used on children and pupils.

Some staff will receive additional training on the appropriate techniques which may be used to physically restrain pupils. The training will be to an approved nationally acceptable level and will be regularly refreshed.

10.5 Behaviour Management Plans (BMPs) and Emotional Regulation Plans

A pupil with a known challenging behaviour, a medical condition which affects behaviour patterns, has special educational needs or where there is evidence or suspicion of self-inflicted harm (i.e. is a risk to themselves) may be the subject of a Behaviour Management Plan or an emotional regulation plan. These Plans set out specific ways in which the behaviour is controlled whilst on school premises and during any off-site visit. It may also include details on managing the pupil's behaviour whilst travelling to school on organised home-school transport. By planning positive and proactive behaviour support, through the drawing up of an individual behaviour plan for more vulnerable children, and agreeing it with parents/carers, we may be able to reduce the occurrence of challenging behaviour and the need to use reasonable force.
In such circumstances, parents will always be made aware of their child's Behaviour Management Plan and will be asked to contribute to the content and control measures implemented in an attempt to apply consistency of sanctions and rewards both in school and at home. Wherever possible and appropriate, the child concerned will also be involved in creating the Behaviour Management Plan. Informing parents when reasonable force has been used

In accordance with current good practice, the school will speak to parents or, in the case of a child looked after, the Social Worker/Virtual School Head, about serious incidents involving the use of force and will record such serious incidents. In making a decision about informing parents, the following will be considered:

- **the pupil's behaviour** and level of risk presented at the time of the incident;
- **the degree** of force used;
- **the effect** on the pupil or member of staff concerned; and
- **the child's age.**

All incidents when 'physical restraint' as opposed to **'physical control'** is used will be recorded as soon as possible and details passed on to the Head teacher (or deputy in the absence of the Head teacher) who will follow up the incident where necessary. The following must be recorded:

- **all incidents** where unreasonable use of force is used;
- **any incident** where substantial force has been used e.g., physically pushing a pupil out of a room;
- **use of restraint;**
- **all incidents** where either the child or the 'handler' is injured because of the intervention;
- **an incident** where a pupil is distressed though clearly not overreacting.

The following criteria will be used when considering the need for recording:

(a) Did the incident cause injury or distress to a member of staff or pupil?

(b) Even though there was no apparent injury or distress, was the incident sufficiently serious in its own right? Any use of restrictive holds, for example, fall into this category;

(c) Did the incident justify force? This is particularly relevant where the judgement is finely balanced;

(d) Does recording it help to identify and analyse patterns of pupil behaviour?

If the answer to any of the questions is 'yes', a written record should be made and held in a secure central location or recorded in the bound Record of Physical Intervention book (blue) and all other notes taken at the time are to be kept.

In all instances of the use of physical restraint, parents will be informed the same day, by phone, and invited into the school to discuss the incident unless to do so would result in significant harm to the pupil, in which case, the incident will be reported to the Cumbria Safeguarding Hub by the Head teacher/DSL.

All injuries will be reported and recorded in accordance with school procedures.

10.6 Post incident support

Serious incidents can create upset and stress for all concerned. After the incident ends it is important to ensure any staff and pupils involved are given first aid treatment for any injuries. Emotional support may also be necessary.

Where required, immediate action will be taken to access medical help for any injuries that go beyond basic first aid. The school will then decide how and when to contact the parents of the pupil to engage them in discussing the incident and setting out subsequent actions.

After the incident, the Head teacher and/or other staff will:

(a) **ensure** the incident has been recorded;

(b**)** **decide** whether multi-agency partners need to be engaged and, if so, which partners;

(c) **hold** the pupil to account so that he or she recognises the harm caused or which might have been caused. This may involve the child having the chance to redress the relationship with staff and pupils affected by the incident. It may also mean the child is excluded. See section 4.3 above.

(d) **help** the pupil develop strategies to avoid such crisis points in the future and inform relevant staff about these strategies and their roles;

(e) **ensure** that staff and pupils affected by the incident have continuing support, if necessary, in respect of:

- **physical** consequences
- **emotional** stress or loss of confidence
- **analysis and reflection** of the incident

10.7 Follow up

In many cases there will be a follow-up meeting of key personnel to discuss the restraint incident and review the Behaviour Management Plan or other plans for pupils. It might also be appropriate to review the school Behaviour Policy and/or supporting procedures.

11. Other physical contact with pupils

This school does not operate a 'No touch Policy'. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary:

- **Holding the hand** of the child at the front/back of the line when going to assembly or when walking together around the school.
- **When comforting** a distressed pupil.
- **When a pupil** is being congratulated or praised.
- **To demonstrate** how to use a musical instrument.
- **To demonstrate exercises** or techniques during PE lessons or sports coaching.
- **To administer** first aid.
- **To apply sunscreen** to the arms, face, or lower legs of very young pupils or those with special educational needs who might struggle to apply it appropriately themselves.

12. Safeguarding, behaviour and multi-agency working

Behaviour can be an indicator that a child may be experiencing abuse, neglect, exploitation, domestic abuse, bullying, harmful peer relationships, online harm, mental health difficulties or other adversity. Staff will not assume that behaviour is simply a disciplinary issue, particularly where behaviour is sudden, out of character, escalating or accompanied by changes in attendance, presentation, relationships or communication.

Safeguarding concerns arising from behaviour must be reported to the DSL/deputy in line with the Child Protection Policy. The school will maintain a child-centred approach and work with children's social care, the Police, health and other agencies where required. Information will be shared lawfully and proportionately when necessary to safeguard a child; data protection is not a barrier to appropriate safeguarding information sharing.

Where a child and family would benefit from additional support, the school may contribute to Family Help and other early support arrangements. Where a child is suffering, or is likely to suffer, significant harm, the school will make an immediate referral to the appropriate children's social care service and/or Police in accordance with local procedures. The DSL will keep cases under review and escalate where circumstances do not improve or become more concerning.

The school will use professional curiosity and an "it could happen here" approach. Staff will record concerns, decisions, actions and outcomes accurately on Cura and will not delay reporting because they are uncertain whether behaviour is significant.

13. Mental health and behaviour

This school recognises that taking a coordinated and evidence-informed approach to mental health and wellbeing in school, as outlined in the latest edition of the Promoting children and pupils's mental health and wellbeing - a whole school or college approach issued by the Children and Young People's Mental Health Coalition, leads to improved pupil emotional health and wellbeing which can help readiness to learn.

All staff and other adults are made aware through regular training updates that mental health problems and changes in behaviour can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff and other adults, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education. If staff need more specific guidance on this, we can refer to the DfE guidance Mental health and behaviour in schools for support and our Mentally Healthy Schools Resources.

14. Child on child abuse

We recognise that children can abuse their peers and all staff understand the importance of challenging inappropriate behaviours between peers. This is referred to as child on child abuse and can take many forms. This can include (but is not limited to):

- **bullying** (including cyberbullying, prejudice-based and discriminatory bullying);
- **sexual violence** and sexual harassment;
- **physical abuse** such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- **the consensual** or non-consensual sharing of nude and/or semi-nude images and/or videos and
- **initiating/hazing** type violence and rituals.

Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

We recognise that children with special educational needs or disabilities (SEND) or certain health conditions can face additional challenges. These can include:

- **assumptions** that indicators of possible abuse such as behaviour, mood and injury relate to the child’s condition without further exploration;

- **these children** being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- **the potential** for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- **communication barriers** and difficulties in managing or reporting these challenges.

We recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported. We also recognise that children who are LGBTQ+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ+ (whether they are or not) can be just as vulnerable to abuse as children who identify as LGBTQ+. In such circumstances, staff will endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

We will not dismiss abusive behaviour between children as ‘normal’ and our thresholds for investigating claims and allegations are the same as for any other type of abuse. Consideration will also be given to the advice contained within the DfE statutory guidance Keeping Children Safe in Education 2026, and the UKCIS Education Group publication Sharing nudes and semi-nudes: advice for education settings working with children and pupils which outlines how to respond to an incident of nude and/or semi-nude images and/or videos being shared.

14.1 Minimising the risk of safeguarding concerns towards pupils from other pupils

On occasion, some pupils may present a safeguarding risk to other pupils. The school may well be informed by the relevant agency (either Police or Social Care) that the pupil raises safeguarding concerns. These pupils will need an individual Behaviour (or risk) Management Plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations.

Pupils are encouraged to report child on child abuse and the issue is discussed as part of PSHE curriculum.

15. Sexual violence and sexual harassment (SVSH)

Sexual violence and sexual harassment can occur between children of any age and sex, face to face or online. They are never acceptable. Haverigg Primary School will not dismiss sexualised behaviour as “banter”, “just a joke” or “part of growing up”. A report will always be taken seriously and handled in a child-centred, proportionate and safeguarding-led way.

We recognise that harmful sexual behaviour may be a safeguarding concern and that there may be no report even where harmful behaviour is occurring. Staff must remain professionally curious and consider the wider context, including online activity, peer relationships, power imbalances, SEND or communication barriers, previous trauma and other vulnerabilities.

15.1 Examples of sexual violence or sexual harassment

Examples include:

- **unwanted** sexual comments or jokes;
- **sexualised** name-calling;
- **sexualised** messages or images;
- **unwanted touching** or interference with clothing;
- **exposing** or causing exposure of intimate body parts;
- **upskirting**; sexualised online bullying; unwanted explicit content;
- **coercion** or threats; and the
- **consensual or non-consensual** sharing of nude or semi-nude images or videos.

This list is not exhaustive.

Digitally altered or wholly AI-generated intimate images must also be treated as a safeguarding concern.

15.2 Responding to a report

Any pupil who reports sexual violence, sexual harassment or other child-on-child abuse will be listened to, taken seriously and supported. Staff must not promise confidentiality. The concern must be reported to the DSL/deputy without delay and recorded factually. Staff must not investigate, interview pupils in detail, confront an alleged perpetrator or attempt to determine guilt.

The DSL will lead the safeguarding response, consider whether the concern meets the threshold for referral to children's social care and/or the Police, and liaise with other agencies as required. In line with Working Together to Safeguard Children 2026, the school will consider whether Family Help or other multi-agency support is appropriate, and whether a statutory referral is required because a child is suffering, or is likely to suffer, harm.

The immediate safety and wellbeing of the victim, alleged perpetrator and other affected pupils will be considered. This may include increased supervision, separation arrangements, risk assessment, a Behaviour/Risk Management Plan, pastoral support and appropriate adjustments to the school day. Any separation or removal of an alleged perpetrator will not be presented as a finding of guilt.

15.3 Sanctions and support

Safeguarding support and disciplinary action are not mutually exclusive. Where appropriate, the school may apply sanctions under this Behaviour Policy while also providing support to the child who has displayed harmful behaviour. Decisions will take account of the nature and seriousness of the behaviour, age and developmental stage, SEND and other vulnerabilities, the risk to other children, any underlying unmet needs or experiences of harm, and advice from the DSL and relevant agencies.

Permanent exclusion will only be considered as a last resort and in accordance with statutory exclusion guidance. All decisions will be lawful, reasonable, proportionate and consistent with the school's safeguarding responsibilities.

16. Bullying

What is bullying? According to the DfE document 'Preventing and Tackling Bullying – Advice for Head teachers, staff and Governing Bodies, bullying may be defined as: "Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally". Specific types of bullying (cyberbullying, prejudice-based and discriminatory bullying) include those relating to:

- **religion** or belief, culture, sex (gender), gender reassignment;
- **SEN** or disabilities;
- **appearance** or health conditions;
- **sexual** orientation;
- **young carers** or looked after children or otherwise related to home circumstances;
- **sexist** or sexual bullying and sexual harassment.

It can take place between pupils, between pupils and staff, parents, and staff or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyberbullying methods. Acts of bullying can include:

- **name-calling;**
- **taunting;**
- **mocking;**
- **making** offensive comments;
- **kicking;**
- **hitting;**
- **pushing;**
- **taking** belongings;
- **inappropriate** text messaging, emailing, or 'posting' on social media sites;
- **sending offensive** or degrading images by phone or via the internet (consensual and non-consensual sharing of nude and/or semi-nude images and/or videos);
- **upskirting;**
- **producing** graffiti;
- **excluding** people from groups;
- **spreading** hurtful and/or untruthful rumours.

Many experts believe that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves.

The imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

All staff are made aware that technology is a significant component in many safeguarding and wellbeing issues and can also adversely affect the behaviour of all parties involved. Children are at risk of abuse online (cyberbullying) as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the consensual or non-consensual sharing of nude and/or semi-nude images and/or videos or other indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

Cyberbullying can be defined as the use of information and communications technology particularly mobile phones and the internet, deliberately to upset someone else. Cyberbullying that occurs while pupils are under the school's direct supervision will be dealt with in line with this Policy and procedures. In cases where cyberbullying occurs while pupils are outside our direct supervision (i.e., at home), parents will be encouraged to report these incidents to the Police as criminal laws (such as those pertaining to harassment, threatening, and menacing communications) may apply. Parents are also encouraged to report such bullying to the school.

If the alleged perpetrator is a member of this school community, the school will act in line with this Behaviour Policy and procedures. The school will, wherever possible, support parents in this and may impose a sanction upon the bully where this individual is recognisable.

16.1 Reporting and recording incidents of bullying

All behaviour incidents are logged on our online safeguarding system: Cura – each staff member has a personal log in and emails are sent to them once a concern is reviewed Pupils and parents are encouraged to report bullying to any member of staff.

Incidents are, in the first instance, referred to the pupil's Class teacher to be investigated, appropriate action taken, and parents will be informed promptly using usual school procedures.

Pupil voice is important at this school and pupils are encouraged through various means to report any incidents of bullying behaviour which they encounter personally or become aware of. This is reinforced via assemblies, Anti-Bullying Week, PSHE and during class/circle time. The Behaviour Policy and procedures also reinforce the school's expectation as to how members of the school community should conduct themselves.

A log will be maintained of racist incidents and information on incidents of bullying. All reported incidents of bullying will be recorded regardless of the outcome of the investigation.

16.2 Tackling bullying

The aim of any anti-bullying intervention is to safeguard and support the victim, discipline and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour. Strategies for dealing with bullying:

- **Ensuring** that there is a promotion of an open and honest anti-bullying ethos in the school
- **Investigate** all allegations of bullying
- **MyHappymind** lessons and Pol-Ed lessons that discuss issues such as diversity and anti-bullying messages
- **Calendared** anti-bullying week
- **Poster and leaflet** campaigns – designed and written by pupils

- **Assemblies** - both whole school and class/form that promote a sense of community
- **Class discussions** and role plays in Drama, English and RE that draw out anti-bullying messages
- **Circle time**
- **Acceptable Internet Use Agreement** is signed by all, and online safety is discussed in Computing lessons.
- **Adequate staff supervision** at lunch and break times
- **Clear and consistently** applied Policies for Behaviour and Uniform

Strategies for dealing with the bully

- **Engage promptly** with parents to ensure their support and involvement
- **Restorative justice** approaches taken as appropriate
- **One-to-one** interview with staff
- **Counselling** offered
- **Work** with the educational psychologist or other outside agency
- **Anger** management strategies discussed

Strategies to support a victim

- **Disciplinary** sanctions as appropriate applied to the bully
- **Counselling offered** with ELSA
- **Out of lesson** support
- **Short term** modification of school timetable
- **One-to-one** parental interview, parental support and involvement
- **Private** diaries given
- **Self-assertive** strategies discussed

16.3 Suspected Criminal Behaviour including the use of, or possession of, volatile substances or illegal drugs

In cases when a member of staff or the Head teacher suspects criminal behaviour including the use of or possession of volatile substances or illegal drugs, the school will make an initial assessment of whether an incident should be reported to the Police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented, and every effort will be made to preserve any relevant evidence. Once a decision is made to report the incident to Police, we will ensure any further action they take does not interfere with any Police action taken. However, we retain the discretion to continue investigations and enforce our own sanctions so long as it does not conflict with Police action.

When making a report to the Police, it will often be appropriate to make in tandem a report to LA Children's Social Care. As set out in Keeping Children Safe in Education 2026, it would be expected in most cases that the DSL (or deputy) would take the lead.

Reports of child on child sexual violence and abuse can be especially difficult to manage and Part 5 of Keeping Children Safe in Education 2026 provides additional guidance.

16.4 When to contact the Police/sanctions

The Police will always be contacted in situations where controlled drugs are found unless there is good reason not to do so. In these cases, the member of staff must safely dispose of the drugs. In determining whether

there is a good reason to dispose of controlled drugs, the member of staff should take account of all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the controlled drug. When staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such.

If the member of staff is in doubt about the safe disposal of controlled drugs, they should deliver them to the police. Other substances which are not believed to be controlled should also be delivered to the Police, or disposed of as above, if the member of staff believes they could be harmful.

Any decisions made on the appropriate sanctions to impose will consider the advice of the Police. Further advice on this subject can be found in the NPCC guidance document When to call the Police – Guidance for schools and colleges. If other substances are found which are not believed to be controlled drugs, but the member of staff believes they could be harmful, these will be confiscated and disposed of in accordance with the school's procedures. This would include, for example, so called 'legal highs'.

In the event of a drug-related incident in the school, the school would co-operate with the Police should they wish to search the premises. Under no circumstances will individual pupils be searched on the school premises by anyone other than school staff unless they are accompanied by a parent or appropriate adult designated by the Head teacher. As a result of a drug-related incident, the pupil(s) concerned will be subject to sanctions. This action may result in a suspension and in the most serious of cases would result in permanent exclusion.

17. Racist Incidents and Racist Behaviour

Our Commitment

Our school is committed to providing a safe, inclusive and respectful environment where every member of the school community is valued and treated with dignity. We celebrate diversity and will not tolerate racism in any form.
Racist language, attitudes, actions or behaviours cause harm and undermine our school values. Any racist incident will be taken seriously, investigated thoroughly and addressed promptly.
We recognise our responsibility under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations between people from different backgrounds.
Following training and support from **Show Racism the Red Card**, we are committed to educating pupils about racism, challenging prejudice and taking appropriate action when incidents occur.

Definition of a Racist Incident

The school adopts the nationally recognised definition:
"A racist incident is any incident which is perceived to be racist by the victim or any other person."
This means that if a child, parent, staff member or witness believes an incident may be racist, it will be investigated and recorded as a potential racist incident.

17.1 What Constitutes a Racist Incident?

A racist incident may include, but is not limited to:
Verbal Abuse

- Using racist words, slurs or insults.

- Making negative comments about someone's race, ethnicity, culture, nationality, accent, skin colour or religion.
- Mocking the way someone speaks or pronounces words.
- Telling someone to "go back to your country" or similar comments.

Physical Behaviour

- Physical intimidation, aggression or violence motivated by race or ethnicity.
- Damaging or targeting a person's belongings because of their race, ethnicity or culture.

Social Exclusion

- Deliberately excluding someone from activities because of their race, ethnicity, nationality, language or culture.
- Encouraging others not to play or work with someone because of their racial background.

Written, Online or Visual Behaviour

- Racist messages, drawings, symbols, images or gestures.
- Sharing racist content online or through social media.
- Creating or distributing material that stereotypes or demeans particular racial or ethnic groups.

"They Didn't Mean It" Is Not a Defence

The school recognises that some children may not fully understand the meaning or impact of words they use. However:

- Lack of understanding does not make the behaviour acceptable.
- Saying something was "a joke", "banter" or "copied from someone else" does not remove the harm caused.
- A child's age, intent or claimed lack of knowledge may influence the educational response, but it does not prevent the incident from being treated as racist.
- Parents will be expected to support the school's actions in helping children understand why the behaviour is unacceptable.

Our focus is on both the impact on the victim and the education of the child responsible.

17.2 How We Will Respond

Every reported racist incident will be taken seriously.

The school will:

1. Respond immediately to stop the behaviour.
2. Support the child or adult affected.
3. Investigate thoroughly, speaking to all relevant parties.
4. Inform parents of both the victim and the child responsible where appropriate.
5. Record the incident on the school's monitoring system.
6. Apply appropriate consequences in line with the Behaviour Policy.
7. Provide education and restorative opportunities to help the child understand the impact of their actions.
8. Monitor for any repeated behaviour or patterns.

17.3 Possible Consequences

Consequences will be proportionate to the severity and frequency of the incident and may include:

- Restorative conversations.
- Reflection and educational activities.

- Loss of privileges.
- Internal sanctions.
- Meetings with parents.
- Individual behaviour support plans.
- Fixed-term suspension in serious or repeated cases.
- Permanent exclusion where behaviour is severe, persistent or constitutes a serious breach of the Behaviour Policy.

17.4 Supporting Those Affected

Any child or adult who experiences racism will be listened to, supported and taken seriously.
Support may include:

- A trusted adult.
- Restorative practice where appropriate.
- Wellbeing support.
- Ongoing monitoring by staff.
- Additional measures to ensure the individual feels safe and valued in school.

17.5 Education and Prevention

The school believes education is key to preventing racism.
Through our curriculum, assemblies, workshops, PSHE, RE and other enrichment opportunities, we will:

- Celebrate diversity and different cultures.
- Teach pupils about equality, inclusion and respect.
- Challenge stereotypes and prejudice.
- Promote positive relationships between all members of the school community.
- Help pupils understand the impact of racist language and behaviour.

17.6 Working with Parents

We expect all parents and carers to support the school's commitment to equality and inclusion.
When racist incidents occur, parents are expected to work in partnership with the school. Attempts to minimise, excuse or justify racist behaviour can undermine the educational process and the wellbeing of those affected.

The school's decision regarding whether an incident meets the definition of a racist incident will be based on the facts gathered during the investigation and the recognised definition outlined above.

Example of a common parental perspective and how we would deal with this in school:

Common myth: "My child didn't know what the word meant, so it isn't racist."
School response: If racist language has been used, the incident will still be recorded and addressed as a racist incident. Our role is to help children learn from mistakes, understand the impact of their words and ensure everyone feels safe and respected in our school community.

18. Procedures for dealing with drug-related incidents involving adults

The following examples are situations where concerns about drug misuse or related behaviour involve a parent or other adult rather than pupils:

- **Adults may** attend school premises under the influence of alcohol or drugs.
- **A parent or adult** may attempt to remove a child from school premises during or at the end of the school day whilst under the influence of alcohol or drugs.
- **An adult may** behave aggressively, intimidate or threaten staff or assault school staff or pupils whilst appearing to be under the influence of alcohol or drugs.
- **School staff** may be concerned that a parent or family member's drug misuse may put the child at risk.
- **An adult** may be involving pupils in drug misuse or the supply of drugs to pupils.

These examples are not exhaustive and, in each case, the Head teacher will consider the safety of the whole school community including staff when determining the appropriate course of action.

Where, in the opinion of school staff, it is thought that an adult is unable to provide appropriate care and supervision of a child because they are under the influence of drugs or alcohol, they will first attempt the contact an alternative adult carer for the child before contacting the LA Social Care Services and, if necessary, the Police.

Where there are concerns over the safety of the child, school staff will attempt to persuade the adult not to leave the premises with the child until appropriate assistance arrives. If the adult insists on leaving the school, staff will immediately contact the Police. This will also be the case if an adult becomes threatening or aggressive.

If school staff have concerns about an adult or adults supplying drugs on or near school premises, or to any of the pupils outside school premises, the Head teacher or other member of staff will consult with the Police.

19. Allegations of abuse/concerns against staff and other adults working

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously. (For more information, refer to the School Allegations procedure which forms part of the Child Protection Policy and procedures).

To fulfil its commitment to the welfare of children, this School has a procedure for dealing with allegations of abuse/concerns against members of staff, supply staff, volunteers, contractors and other children. The procedure aims to ensure that all allegations are dealt with fairly, consistently, and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

Where an allegation is made against supply staff employed by an Agency, the school will take the lead and will collect the facts when an allegation is made. In such cases, we will involve the Agency in any further investigations and follow-up procedures.

If a member of staff has a general concern about malpractice within the school, reference can also be made to the school's Whistleblowing procedures and procedures for reporting low-level concerns about another adult who works with children in the school.

Further information on how to report low-level concerns is outlined in the school's Code of Conduct for staff and other adults. If an allegation is shown to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate against the individual who made it in line with this Policy and procedures. The procedure complies with the framework for managing cases of allegations of abuse/low-level concerns against people who work with children, as set out in Part four of the DfE statutory guidance Keeping Children Safe in Education 2026 and the Cumberland Safeguarding Children Partnership (CSCP) Allegations Against Staff or Volunteers

20. Behaviour of parents and other visitors to the school

The school encourages close links with parents and the community. We believe that pupils benefit when the relationship between home and school is a positive one.

Most parents and others visiting our school are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, threatening behaviour, written, verbal and/or physical abuse towards a member of the school community.

Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated.

When formulating our procedures, reference was made to the DfES document A Legal toolkit for schools – Tackling abuse, threats and violence towards members of the school community and DfE non-statutory guidance Controlling access to school premises.

Our school expects and requires staff to behave professionally in these difficult situations, and to attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all members of the school community (including other parents and visitors) have the right to visit and work without fear of violence and abuse, and the right in an extreme case, of appropriate self-defence.

We expect parents and other visitors to behave in a reasonable way towards other members of the school community. The following outlines the steps that will be taken where parent or visitor behaviour is unacceptable.

20.1 Types of behaviour that are considered serious and unacceptable

The following list outlines the types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community. This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- **Shouting,** either in person or over the telephone
- **Speaking** in an aggressive/threatening tone
- **Physical** intimidation e.g., standing very close to her/him
- **The use of aggressive** hand gestures/exaggerated movements
- **Physical** threats
- **Shaking** or holding a fist towards another person
- **Swearing**
- **Pushing**
- **Hitting,** e.g., slapping, punching, or kicking
- **Spitting**
- **Racist,** sexist, defamatory or other derogatory comments
- **All types** of sexual violence and sexual harassment as outlined above
- **Sending** inappropriate or abusive e-mails to school staff or to the general school e-mail address
- **Publishing** or posting derogatory or inappropriate comments which relate to the school, its pupils or staff/volunteers on a social networking site
- **Breaking** the school's security procedures

Unacceptable behaviour may result in the Police being informed of the incident.

20.2 Procedures for dealing with unacceptable behaviour

When a parent or member of the public behaves in an unacceptable way during a telephone conversation, staff at the school have the right to terminate the call. The incident will be reported by staff to the Senior Management Team.

The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to verbal abuse. The school may warn the aggressor, temporarily or permanently ban them from the school site, and/or contact the Police.

When any parent or visitor behaves in an unacceptable way in person towards a member of the school staff a member of the Senior Management Team will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedure should be followed.

Where all procedures have been exhausted, and aggression or intimidation continues, or where there is an extreme act of violence, the discussion will be terminated, and the visitor will be asked to leave the school immediately.

It is also an offence under Section 547 of the Education Act 1997 for any person (including a parent) to cause a nuisance or disturbance on school premises. The Police will be called if necessary. The perpetrator may also be banned from the school premises for a period, which will be determined by the school. Prior to a ban being imposed, the following steps will be taken:

- **Depending on the severity of the incident, the individual may first be issued with a written warning** stating that if a similar incident occurs, the individual concerned will be banned (temporarily or permanently) from the school premises.

- **In more serious cases, the individual will be informed, in writing, that she/he is banned from the** premises temporarily, subject to review, and what will happen if the ban is breached.
- **Extreme incidents will result in a permanent ban being enforced immediately. The individual will be** informed in writing of the permanent ban but will be given the right to appeal in writing against the decision.
- **In all cases, parents will be given the opportunity to discuss any issues relating to their child with school** staff.
- **Incidents of verbal or physical abuse towards staff may result in the Police being informed and may** result in prosecution. If an individual is intimidating, threatening or aggressive towards a member of the school community any interaction will be terminated immediately, and the person will be instructed to leave the premises. The school may take further action.

The school will take action where behaviour is unacceptable or serious and breaches this Behaviour Policy and procedures.

21. Unacceptable use of technology

The school takes the issue of unacceptable use of technology by any member of the school community very seriously. We expect parents and other adults within the school community to act responsibly when using online technologies.

The expectation of parents is set out on page 4. Failure to comply with these expectations could result in parents and/or other adults being banned either temporarily or permanently from the school site, and the incident may be reported to the Police. Acceptable Use Agreements exist for pupils, staff and governors of the school and form part of our Online Safety Policy and procedures.

Appendix A – Restrictive interventions, including use of reasonable force procedures

These procedures are retained as part of the Behaviour Policy and reflect the Department for Education guidance "Restrictive interventions, including use of reasonable force, in schools", effective from 1 April 2026. They must be read with the school Child Protection Policy, Staff Code of Conduct, SEND arrangements, risk assessments and any individual Behaviour Management Plan (BMP).

1. Purpose and principles

Restrictive intervention and reasonable force are safety measures, not punishments. They will only be used when necessary, lawful, proportionate and for the shortest time required to reduce an immediate risk. Staff should use de-escalation, distraction, clear communication and other less restrictive strategies first wherever practicable. Staff may need to act immediately where there is a risk of injury, a criminal offence, significant property damage or serious disorder.

2. Reducing the need for restrictive intervention

Staff will, where possible, use a calm measured tone; explain choices and expectations; distract or redirect; remove other pupils from risk; summon assistance; warn that force may be necessary where appropriate; and use the minimum intervention necessary. Staff will consider the pupil's age, size, communication needs, SEND, medical conditions, trauma, sensory needs and other vulnerabilities.

3. When reasonable force may be appropriate

Examples include preventing a pupil from injuring themselves or others; stopping a fight; preventing a pupil committing a criminal offence; preventing serious damage to property; preventing a pupil leaving where doing so would create a serious safety risk; or managing serious disorder where other strategies cannot reasonably achieve safety. The decision remains a matter of professional judgement in the circumstances.

4. Prohibited practice

Force must never be used as a punishment. Staff must not use holds or actions that restrict breathing or circulation, place pressure on the neck or abdomen, push or hold a pupil face-down, sit or kneel on a pupil, slap, punch, kick, twist or force limbs, trip a pupil, pull hair or ears, or use any technique that may be sexually inappropriate. The seated double embrace, double basket hold and nose distraction technique are not permitted.

5. Seclusion, restraint and immobilisation

Non-disciplinary seclusion, restraint or immobilisation may only be used as a safety measure where necessary to protect from harm. It must not be used as a disciplinary response. Any such incident must be recorded in accordance with the statutory requirements. A pupil must be supervised and released as soon as the immediate risk has reduced.

6. SEND and reasonable adjustments

The school will seek to identify triggers and make reasonable adjustments that reduce the likelihood of distress and restrictive intervention. Adjustments may include visual timetables, movement or sensory breaks, quiet spaces, adapted instructions, processing time, modified routines, break cards, alternative sanctions or changes to the environment. Where restrictive intervention is foreseeable, a Behaviour Management Plan/risk assessment will be developed and reviewed with parents/carers and relevant professionals.

7. Recording and reporting

Incidents of non-disciplinary seclusion, restraint or immobilisation must also be recorded and reported in accordance with the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025. A restrictive intervention record has a dual purpose: it forms part of the individual pupil's education/safeguarding record and it also forms part of the school's institutional incident record. The individual record will transfer with the pupil when they move to a new educational setting, in line with the requirements for education and safeguarding records. The school will maintain a separate institutional incident log so that leaders and governors can monitor patterns, trends, disproportionality in relation to SEND or protected characteristics, and the effectiveness of support measures. Records will be stored securely.

Record retention

The DfE guidance and the 2025 regulations do not prescribe a single retention period for all restrictive-intervention records. The school will therefore retain records in accordance with its documented records retention schedule and applicable safeguarding and education-record requirements. Records forming part of the child's safeguarding file will be managed consistently with other safeguarding records. Where this school is the last known school for a pupil, relevant safeguarding records will be retained until the pupil reaches age 25 before review prior to destruction, unless a longer period is required by the school's statutory duties or retention schedule.

The school's institutional incident log is a governance and management record. It will be stored securely and retained in accordance with the school's records retention schedule, with sufficient information retained to enable governors and leaders to review patterns over time, identify any disproportionate use of restrictive interventions and evaluate the effectiveness of behaviour and support strategies.

Incidents of non-disciplinary seclusion, restraint or immobilisation must also be recorded and reported in accordance with the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025. Records forming part of the child's education/safeguarding file will transfer with the pupil when they move school. The school will also maintain an institutional record so that leaders and governors can monitor patterns, trends, disproportionality and the effectiveness of support.

8. Post-incident support and review

Following an incident, the school will provide first aid or medical support where required, consider emotional wellbeing, reassure pupils who witnessed the incident, support staff involved and undertake a debrief. The purpose is to understand what happened, identify triggers, repair relationships and reduce the likelihood of recurrence. Existing Behaviour Management Plans will be reviewed following significant incidents.

9. Physical contact that is not restrictive intervention

The school does not operate a "no touch" policy. Appropriate physical contact may include first aid; guiding or escorting a pupil; holding a hand in a line or on a visit; comforting a distressed child; congratulating a pupil; or demonstrating activities in PE or music. Staff must use professional judgement and follow the Staff Code of Conduct and Child Protection Policy.

10. Searching and reasonable force

Authorised staff may search pupils or possessions where the legal conditions for searching are met. Reasonable force may be used when searching for prohibited or illegal items where permitted by law. Staff

must follow the school's Searching, Screening and Confiscation procedures and refer safeguarding concerns to the DSL immediately.

11. Staff training and governor monitoring

Relevant staff will receive appropriate training in behaviour support, de-escalation and, where required, approved restrictive intervention techniques. Governors will receive appropriate information and will monitor behaviour and restrictive intervention data, including patterns affecting pupils with SEND or protected characteristics. Complaints or allegations concerning the use of force will be managed under the school complaints and safeguarding procedures as appropriate.

Statutory and guidance references

- Keeping Children Safe in Education 2026 – statutory guidance for schools and colleges on safeguarding children and safer recruitment.
- Working Together to Safeguard Children 2026 – statutory guidance on multi-agency working to help, support and protect children.
- DfE Behaviour in Schools – advice for headteachers and school staff.
- DfE Restrictive interventions, including use of reasonable force, in schools – effective from 1 April 2026.
- DfE Searching, Screening and Confiscation – advice for schools.
- DfE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.
- Equality Act 2010 and Public Sector Equality Duty.
- SEND Code of Practice: 0 to 25 years.
- EYFS statutory framework for group and school-based providers.
- DfE Preventing and Tackling Bullying.
- UK Council for Internet Safety guidance on sharing nudes and semi-nudes.
- NPCC When to call the Police – guidance for schools and colleges.
- Cumberland Safeguarding Children Partnership and Westmorland and Furness Safeguarding Children Partnership procedures and local threshold guidance.